

**STUDENTS' PERCEPTION ON THE USE OF *DUOLINGO*  
AS ENGLISH LEARNING MEDIA IN ANDROID**

**UNDERGRADUATE THESIS**



**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDY  
UNIVERSITAS BRAWIJAYA  
MALANG  
2018**

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AS ENGLISH LEARNING MEDIA IN ANDROID**

**UNDERGRADUATE THESIS**

Presented to  
Universitas Brawijaya  
In partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*

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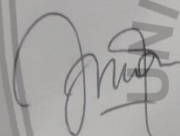
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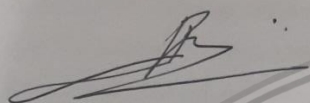


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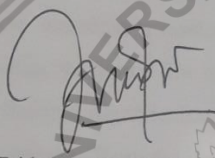
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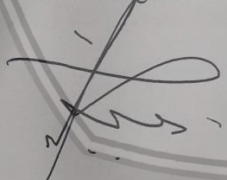


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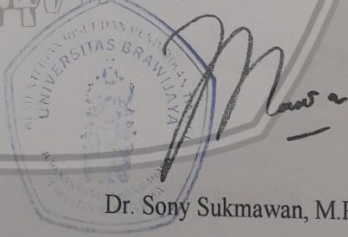
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Malang, July 19<sup>th</sup> 2018

The researcher

## ABSTRACT

Alamudi, Jeehan. 2018. **Students' Perception on the Use of Duolingo as English Learning Media in Android**. English Language Education Program, Faculties of Cultural Studies. Universitas Brawijaya.  
Supervisor : Frida Unsiyah, M.Pd.

**Keywords: Students' Perception, Duolingo, English Learning Media.**

This undergraduate thesis presents a case study about Students' Perception on the Use of Duolingo as English Learning Media in Android. Therefore, the research problem was "how students' perception through the use of Duolingo as English learning media in android". Through descriptive mix method, all the data were obtained through two instruments. The instruments used were questionnaire and interview guide. The data from questionnaire were count used Tally System from Creswell (2012). Then, the data from interview were analyzed descriptively after being classified into related aspects. The research participants of the questionnaire were 14 students of English Education Student Batch 2016 in Universitas Brawijaya. The research participants of the interview were two students as sample of 14 student participant namely first and second respondent (pseudonyms) that were determined by their duration of used Duolingo to learned English Language.

The results of this study showed that students had a positive perception to Duolingo as English learning media in android. The participants stated that Duolingo is easy to be used. The results of this study also revealed that learning English through Duolingo in android was attractive to motivated learners who had no interest in learning English. The next, the results of this study showed that both participants from interview tended to keep used Duolingo as English learning media in android.

Furthermore, the results of this study also revealed the common problem faced by university learners in digital media. The problem about some material in Duolingo was too easy for university learners. To solve these problems the developers should made a better form that more related to each level of the students. The result of this study is expected to give significances for lecturers, students, developers, and further researchers. It is expected that lecturers could consider English learning media trough Duolingo to motivate the students. For students, the researcher suggested to make use of Duolingo as media to improve English skills. And the last for further researcher, the researcher recommended using similar research use another object of educational application with more participants to conducting more complex study.

## ABSTRAK

Alamudi, Jeehan. 2018. **Persepsi Mahasiswa Terhadap Penggunaan Duolingo Sebagai Media Belajar Bahasa Inggris dalam Android**. Pendidikan Bahasa Inggris Fakultas Ilmu Budaya Universitas Brawijaya.

Pembimbing : Frida Unsiyah, M.Pd.

**Keywords: Students' Perception, Duolingo, English Learning Media.**

Skripsi ini menyajikan sebuah studi kasus tentang persepsi mahasiswa terhadap penggunaan Duolingo sebagai media belajar Bahasa Inggris dalam android. Oleh karena itu, masalah dari penelitian ini adalah “bagaimana persepsi mahasiswa terhadap penggunaan Duolingo sebagai media belajar Bahasa Inggris dalam android”. Melalui penggabungan metode deskriptif (kuantitatif dan kualitatif), semua data diperoleh melalui dua instrumen. Instrumen yang digunakan oleh peneliti adalah kuisioner dan panduan wawancara. Data dari kuisioner dihitung menggunakan *Tally System* dari Creswell (2012). Kemudian, data dari wawancara dianalisis secara deskriptif setelah dikelompokkan kedalam aspek yang terkait. Para peserta dari kuisioner adalah 14 orang mahasiswa jurusan Pendidikan Bahasa Inggris angkatan 2016 di Universitas Brawijaya. Peserta penelitian untuk wawancara adalah dua mahasiswa sebagai sampel dari 14 mahasiswa untuk kuisioner sebelumnya yang bernama koresponden pertama dan kedua (nama samara) yang dipilih berdasarkan durasi penggunaan aplikasi Duolingo untuk belajar Bahasa Inggris.

Hasil dari penelitian ini menunjukkan bahwa mahasiswa memiliki persepsi yang mendukung terhadap aplikasi Duolingo sebagai media belajar Bahasa Inggris dalam android. Para mahasiswa menyatakan bahwa aplikasi Duolingo mudah digunakan. Hasil dari penelitian ini juga mengungkapkan bahwa belajar Bahasa Inggris menggunakan Duolingo dalam android menarik untuk memotivasi mahasiswa yang tidak memiliki ketertarikan dalam belajar Bahasa Inggris. Berikutnya, hasil dari penelitian ini menunjukkan kedua responden dari wawancara cenderung tetap menggunakan Duolingo sebagai media belajar Bahasa Inggris.

Lebih jauh lagi, hasil dari penelitian ini juga mengungkap masalah yang biasa ditemui oleh mahasiswa melalui media digital. Masalah tentang beberapa materi yang ada dalam Duolingo terlalu mudah untuk mahasiswa. Untuk mengatasi masalah ini, para pengembang aplikasi harus membuat bentuk materi yang lebih baik yang lebih setara dengan tingkatan mahasiswa. Hasil dari penelitian ini diharapkan member manfaat bagi dosen, mahasiswa, tim pengembang aplikasi, dan peneliti selanjutnya. Hasil dari penelitian ini diharapkan dosen mempertimbangkan media pembelajaran Bahasa Inggris menggunakan Duolingo untuk memotivasi mahasiswa. Untuk mahasiswa, peneliti menyarankan untuk memanfaatkan Duolingo sebagai media belajar untuk meningkatkan kemampuan Bahasa Inggris. dan yang terakhir bagi peneliti selanjutnya, peneliti



merekomendasikan menggunakan penelitian yang sama menggunakan objek aplikasi pembelajaran yang berbeda dengan lebih banyak koresponden agar dapat membuat penelitian yang lebih kompleks.

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## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents five topics related to this research. Those include background of study, problems of the study, objective of the study, significance of the study, and definition of keyterms.

#### 1.1 Background of the Study

Nowadays, people especially students are accustomed to use a smartphone, like android. The use of mobile devices has become common among a wide range of age groups due to affordability and availability (Newhouse, Williams, & Pearson, 2006). Based on a study handled by Barakati (2011), smartphone is used not only as a communication tool, or just to keep up with technology, but also to learn and improve students' skills in English language learning when it is used properly.

Based on Alfaki and Alharthy (2014), information and Communication Technology (ICT) such as smartphone and internet are suggested to be used to learn and people who use them are called digital learners. This is in line with Hartoyo (2008) who states that computer, smartphone, and internet are tools and media that facilitate people in learning a language, although the effectiveness of learning depends totally on the users.

Many computer and smartphone applications are developed for the benefit of learning English, one of them is 'Duolingo' which is a smartphone application

intended for iPhone and android users. Duolingo was launched in 2012 for iPhone users. On May 29, 2013, Duolingo released their android application, which was downloaded about a million times in the first three weeks and quickly became number one education app in the Google Play Store.

Duolingo offers English course model based on daily life in an easier way. Now, almost 200 million users around the world had used Duolingo app (Wikipedia, 2016). This supports the fact that application in smartphone can be used to assist students in learning English, as well as to enhance their eagerness for learning, increase their knowledge in a more relaxed, and enjoyable way. Based on Ahmed (2016) duolingo has been improving consistently concentrating on the details in which led to the users' satisfaction.

There were two previous studies regarding the use of smartphone applications in learning English. The first study was a research by Barakati (2013) which investigated about students' perceptions toward the use of smartphone in learning English. The objective of this study was to identify and analyze the impacts of using smartphone in learning English. The second study was a research by Fujimoto (2012) which investigated the learners' perceptions of mobile language learning in Australia. This study was conducted to deal with the learners' perception of the use of mobile phones for language learning, or their use of mobile phones for private, educational and language learning purposes in everyday life.

From the explanation above, The researcher gained an interest to investigate the students' perceptions toward Duolingo as a medium in learning

English. The result of this study was expected to give description of the students' opinion about the use of Duolingo in improving students' English skill. Thus, understanding this can help to determine how to apply Duolingo in the learning context, which allows students to be positive about the use of Duolingo as a learning tool. Therefore, the researcher was interested in conducting the research entitled "Students' Perception on the Use of Duolingo as English Learning Media in Android".

### **1.2 Problem of the Study**

Based on the background of the study above, the problem of the study was "What is the English Language Education students' perception on the use of 'Duolingo' as English learning media in android?"

### **1.3 Objective of the Study**

The purpose of the study was directly connected with the problem of the study. The objective of study was to investigate the English Language Education students' perception towards the use of 'Duolingo' as media in android to learn English.

### **1.4 Significances of the Study**

This research was limited to the investigation of English Language Education students' perception on the use of 'Duolingo' as a media. The significance of this study was to give contribution and informative idea for the



improvement of English teaching and learning. For the students, they have an alternative way to learn English by using 'Duolingo' app in an optimal way. For lecturers, they can attract the students' attention and motivate them in learning English more, and also the lecturer has an alternative way in teaching English by using that app as instruction media. Moreover, it is expected that this research would be beneficial for other researchers to stimulate them to carry out similar research with other interest. For the developers, they can improve this application in better form.

### **1.5 Definition of the Keyterms**

The definition of key terms is aimed at avoiding misunderstanding of the concepts which are used in this research. The terms which need to be defined are as follows:

#### **1. Students' Perception**

Perception is a belief or opinion, often held by many people and based on how things seem (Cambridge Dictionary). In this research, students' perception is student opinion about the use of 'Duolingo' to learning English.

#### **2. Duolingo Application**

Duolingo is the world's largest online language learning platform that offer online course through android and some electronic devices. In this research 'Duolingo' had position as a media to learn English.

### 3. **Media**

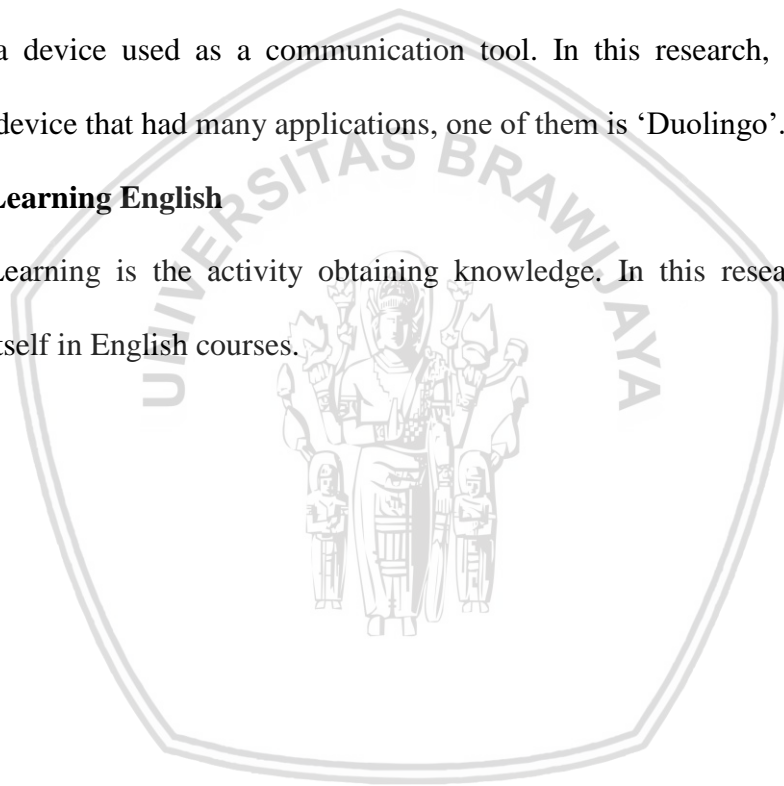
Media is anything as a tool used to deliver a purpose of something. In this research, media to learning is tool that is used to gain information in learning English.

### 4. **Android**

Android is one of system operations for smartphone. Smartphone itself is a device used as a communication tool. In this research, android is a device that had many applications, one of them is 'Duolingo'.

### 5. **Learning English**

Learning is the activity obtaining knowledge. In this research learning itself in English courses.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents two topics related with this research. Those consists of theoretical frameworks and previous study. The theoretical frameworks consists of seven sub-topics in general including concept of language, instructional media, smartphone, Duolingo, and students' perception.

#### 2.1 English Language

English was originally the language of England, but through historical efforts of British Empire, it has become a primary or secondary language of British colonies such as United States, Australia, and many more. There are several factors that make the English Language essential to communication. First of all, English is business language. That means when large corporations establish themselves to all over the world, they will use a common language to give the information. Second, English language becomes the international language around the world. Even, we usually read or notice English language in every place. According to Judit (2006:184) English as the world language will not be endangered in the near future as its hegemony cannot be questioned in the fields dealt with although it will have to fulfil its role in a multilingual and multicultural environment.

## 2.2 English Language in Indonesia

Indonesian people learn English because they realize that English will be used to talk with other people around the world, it indeed becomes an international language. In some ways, there are several difficulties to Indonesian people to learn English language. The arrangement words in a sentence between English and Indonesia is different. English noun clause for example starts with adjective then noun but in Indonesian it starts with noun first. Regarding the speaking, often Indonesian people had trouble with English because of their mother tongue. Sometimes their dialect influences their ability to speak English Language.

## 2.3 Problems of Learning English in Indonesia

There were some studies that describe problems during the teaching and learning. One of them was conducted by Khajloo (2013) which found six problems of the teaching and learning of English. We can summarized those problems into two main problems. The first was about limited in duration of English language teaching. Educational literatures which are taught in schools are not up to date and are mainly old and boring. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Because teacher just get two hours to teach, that means hours of teaching English need to be risen up.

Second, low interest and motivation in learning English. Most students are not interested in learning the language and just think about passing the

course. That is because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. That encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students.

## **2.4 ICT as Instructional Media**

Information and Communication Technologies (ICT) have recently gained big interest. It is an important research area for many scholars around the world. Blanskat, Blamire, kefala (2006) conducted a study carried out in national, international, and European schools. He aimed to draw evidences regarding the advantages and benefits of ICT in schools achievements. It seeked to measure the impact of ICT on students' outcomes. The study also tried to establish a link between the use of ICT and students' results in exams. The findings were interesting: ICT has positive impact on students' performances in primary schools particularly in English language and less in science.

In addition, schools with sufficient ICT resources achieved better results than those that are not well-equipped. There is a significant improvement on learners' performances. Finally, teachers become more convinced that educational achievements of pupils are due to good ICT use. The ICT Test Bed evaluation (Underwood 2006) provides an evidence that many teachers use ICT to support innovative pedagogy. It states: "New technologies that provide a good fit



with existing practices, such as interactive whiteboards are first to be embedded, but others like video conferencing, digital video are now being incorporated, providing evidence of ongoing learning by the workforce. Training needs to continue to support innovative pedagogy.” Both examples show that ICT is being integrated in a continuous process.

Furthermore, it has been proved that new technologies have lots of benefits on the students. ICT allow for a higher quality lessons through collaboration with teachers in planning and preparing resources (Ofsted, 2002). Still new technologies encourage independent and active learning, and students’ responsibility for their own learning (Passey, 1999).

## **2.5 Smartphone**

Nowadays, in development era, people especially students are accustomed to using a smartphone. The use of mobile device has become common among a wide range of age groups due to affordability and availability (Newhouse, Williams, & Pearson, 2006). Based on a study handled by Barakati (2013), smartphones were used not only as a communication tool, or just to keep up with technology, but it could be used to learn and improve students’ skills in English language learning when it is used properly. Another brief explanation about the definition of smartphone which is according to Istiyanto (2013) is that smartphone is one of the real realization of ubiquitous computing which is the technology enable computing process can be integrated with human activities that have unrestrictive scope area.

Android is a software for mobile phones, tablets and a growing range of devices encompassing everything from wearable computing to in-car entertainment. It launched in 2003 and is the world's most popular mobile operating system (OS). Android is an open source project (led by Google but it doesn't belong to them) called AOSP (Android Open Source Project). Google uses this project as a base to create its version of Android, which is then used by the other manufacturers.

As an OS, Android's job is to act as a translator between you and your gadget. When you take a photo, Android provides the button you tap and tells the phone what to do when you tap it. When you make or receive a call, Android tells your phone how to do that. When you play a game, Android tells the game what movements you're making and what buttons you're pressing. It's like Windows, but for mobile devices. The Android software itself is developed in conjunction with Google, who releases major updates to the platform every year. Manufacturers which run Android on their phones include Samsung, Huawei, Sony, Lenovo, HTC, LG and many others; it's currently operational on more than one billion devices.

## **2.6 Duolingo**

Duolingo launched in 2012 for iOS user. On May 29, 2013, Duolingo released their android app, which was downloaded about a million times in the first three weeks and quickly became number one education app in the Google Play Store. Duolingo offers daily life course model in an easier way. Now, almost

200 million users around the world had been use Duolingo app. This supports the fact that app in smartphone can be used to assist students in learning English, as well as to enhance their eagerness for learning, and to increase their knowledge in a more relaxed and enjoyable way.

Based on the explanation, the duolingo app has many features that can help the users to do their activities easily. Those features are writing task, listening conversation, repeat mode, and reading task. Thus, grammar forms are included automatically.

### **2.7 Students' Perception**

Every person has different perceptions. Based on Cambridge dictionary, perception is a belief or opinion, often held by many people and based on how things seem. Ward, Grinstein, and Keim (2015) defined perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Perception is a direct response from an absorption or process someone knows some things through the senses. Perception also a response (acceptance) directly from something. When experiencing or getting something out of it then it would have the response from inside the form of a response (Pickens, 2005). Meanwhile, Prawira (2012: p.63) stated that perception is a process starting by sensing the stimulus received by receptor then to go through psychological process in the brain that caused someone to be aware of the stimulus. Taking on the definitions above into account, it can be concluded that perception is an interconnection of brain process in

understanding the data in form of stimulus caught by the tool of sense to be concluded and interpreted through messages and information.

## 2.8 Previous Studies

In writing this research, the researcher learned from several previous research that have relation with this research. The researcher found some references from two previous researches as described below:

First, a research that had been conducted by Barakati entitled “*Dampak Penggunaan Smartphone Dalam Pembelajaran Bahasa Inggris (Persepsi Mahasiswa)*” at 2013 in Manado. The purpose of this study was to identify and analyze the impacts of using smartphone in learning English based on Baker’s (2005) theory. The approach of this research was a qualitative approach where the researcher explained the result by describing data gained. Based on the finding, the researcher concluded that there were some impacts of using smartphone in learning English namely portability, collaboration, and motivation.

Second was the research written by Fujimoto (2012) from Griffith University, Australia. The title was “*Perceptions of mobile language learning in Australia: How ready are learners to study on the move?*”. He used questionnaire survey that was entered into SPSS and calculated the data for its descriptive statistics. The finding of observation showed that learners, in general, expressed their positive attitude towards the use of mobile phones and tablet computers for language learning.

Those two previous studies gave an idea to the researcher to develop the ideas more deeply. The similarities with the current study are the level of the

participants that are university students and the device object which is smartphone. Meanwhile, the differences with this research is on the focus of the research. Barakati (2013) focused on the impact of the smartphone and Fujimoto (2012) focused on the experiences of using smartphones as media to language learning.





## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher presented four sub-topics related to this research. The sub-topics were research design, data sources, data collection, and data analysis.

#### 3.1 Research Design

This study employed a quantitative and qualitative approach in the survey design. First, quantitative design was chosen because this study particularly aimed to seek the information from the students of English Language Education Program in Universitas Brawijaya to find out the perception towards the use of 'Duolingo' app as media to learning English. A quantitative approach is one in which the investigatory primarily uses postpositive claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), which employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data (Cresswell, 2007:p.21). Particularly, survey design is a procedure in quantitative research in which a survey or questionnaire is administered to a small group of people (called a sample) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population) (Cresswell, 2012:p.21). The reasons why the researcher chose this research design were; (1) the topic was closest to participants' daily life; (2) the trend needed to be understood although some

research had been done on it in general explanation. Afterwards, the data result were calculated, described, interpreted explicitly and briefly.

### 3.2 Data Sources

In this research, the subjects were the students of English Language Education Program in Universitas Brawijaya Malang batch 2016. The reason was because as a future teacher, they need to know more about instructional media to survive in this millennial era. Based on the researcher's observation, the participants dealt with English lesson everyday and most of the participants have an android to communicate with others, so they are suitable to be chosen as the data source. This research took students as samples from batch 2016 because in that time usually they started to improve more and looking for simple way to learn English.

The distribution of the questionnaire took population of 141 students from batch 2016 which were done in two times. For the first distribution, the researcher took 141 students from batch 2016. The purpose of this distribution was to find out the students who used Duolingo. Second, for the second distribution, the researcher took the students from batch 2016 who used Duolingo. From the first distribution, it was found that the total students who used Duolingo were 14 students. That number correlated to Gay & Diehl (1992) that descriptive research need sample 10% of population.

### **3.3 Data Collection**

#### **3.3.1 Questionnaire Data Collection**

Arikunto stated that data are the result of research quotation, either fact of numeral (Arikunto, 2002:96). Data are rough materials that researchers have collected from the world they are studying. In other words, data are a group of information from the respondents. Data collection method is the way to collect the data. In this research, the data about students' perception on the use of 'Duolingo' app for learning English were collected in 2018. In this research, the data were collected using questionnaire. The questionnaire survey was designed and adapted from Fujimoto (2012). It was composed to ten questions which were designed in the Yes-No questions. The data collected from the questionnaires which had been administered to the students were entered into Tally System from Creswell (2012), and then descriptive statistics was calculated.

#### **3.3.2 Interview Data Collection**

The second data collection is qualitative using interview based on interview guideline. The interview was used to add deeper explanation to data collection. The interview was developed from questionnaire adapted from Fujimoto (2012) that was composed of four questions and then explained in descriptive way.

In collecting the data, first, the researcher made an online-based questionnaire based on the questionnaire blueprint. Second, she had an appointment with the samples to give instructions to them in filling the

questionnaire online. Third, she waited for all the samples to finish the questionnaire. Forth, after all of the questionnaires had been collected, the researcher did an interview with two participants from the samples. The first participant had used Duolingo for more than a year and the second participant had used Duolingo for less than a year.

### **3.4 Data Analysis**

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information and informing conclusions. In this research, there were two type for data analysis which is quantitative data analysis and qualitative data analysis.

#### **3.4.1 Quantitative Data Analysis**

The technique of dataanalysis in this research was adapted from Creswell (2012). The steps in the process of quantitative data analysis and interpretation involved first preparing the numeric data for analysis using statistical programs, conducting the descriptive analysis using statistics reported in descriptive results, representing and reporting the results using tables, figures, and discussion of each statistical test, and finally interpreting the results by restating the general findings, comparing the findings to past literature, mentioning the potential limitations of the study, and advancing ideas that will extend the research in the future (Creswell, 2012:p.200-201).

The data from questionnaire were analyzed in the form of tally system to find out the percentage of each question by using the formula in figure 3.1 below:

$$\text{Percentage (\%)} = \frac{f}{N} \times 100\%$$

**Figure 3.1 Form of Tally System**

Note:

$f$  : frequency (number of the students answering for particular options of the questions)

$N$  : total number of the students

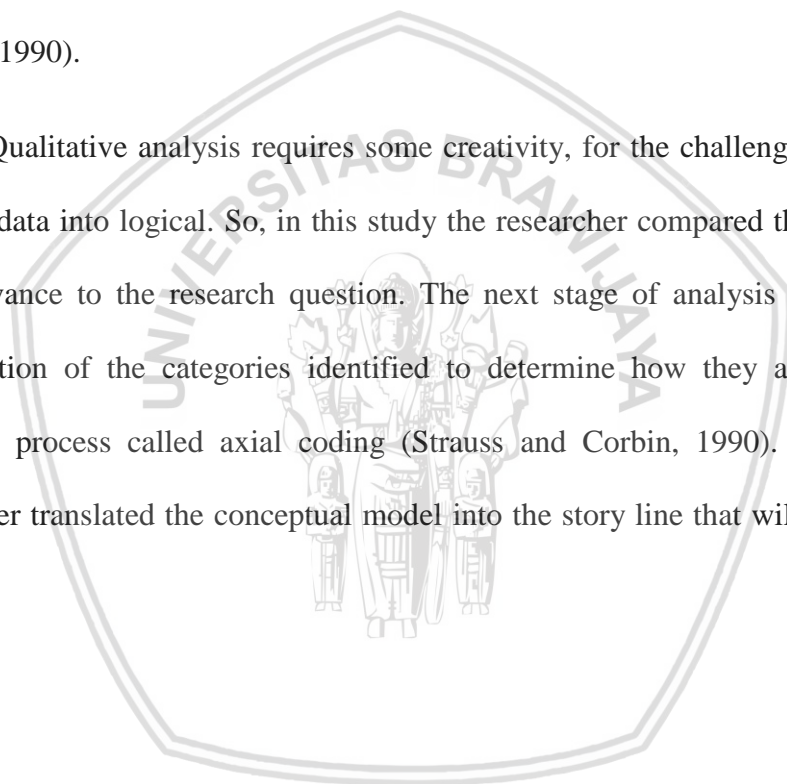
The formula was used to identify the students' perception about the use of "Duolingo" as media to learn English in close-ended questions. The questionnaire displayed percentage that showed the students' tendency on the use of Duolingo as media. Then, the researcher described the percentage of the data into a brief explanation with an example below.

### 3.4.2 Qualitative Data Analysis

Qualitative data analysis is the range of processes and procedures from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we

are investigating. Qualitative data analysis is usually based on an interpretative philosophy. Bogdan and Biklen (1982) define qualitative data analysis as “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what will you tell others” (p.145). Qualitative researchers tend to use inductive analysis of data, meaning that the critical themes emerge out of the data (Patton, 1990).

Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical. So, in this study the researcher compared the responses for relevance to the research question. The next stage of analysis involves re-examination of the categories identified to determine how they are linked, a complex process called axial coding (Strauss and Corbin, 1990). Finally, the researcher translated the conceptual model into the story line that will be read by others.





## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presented two sub-topics related to this research. The sub-topics were findings and discussion. The first is findings that contain the participants' responses to the questionnaire and interview. The second is discussion that explains the theoretical review related to the findings obtained from the research.

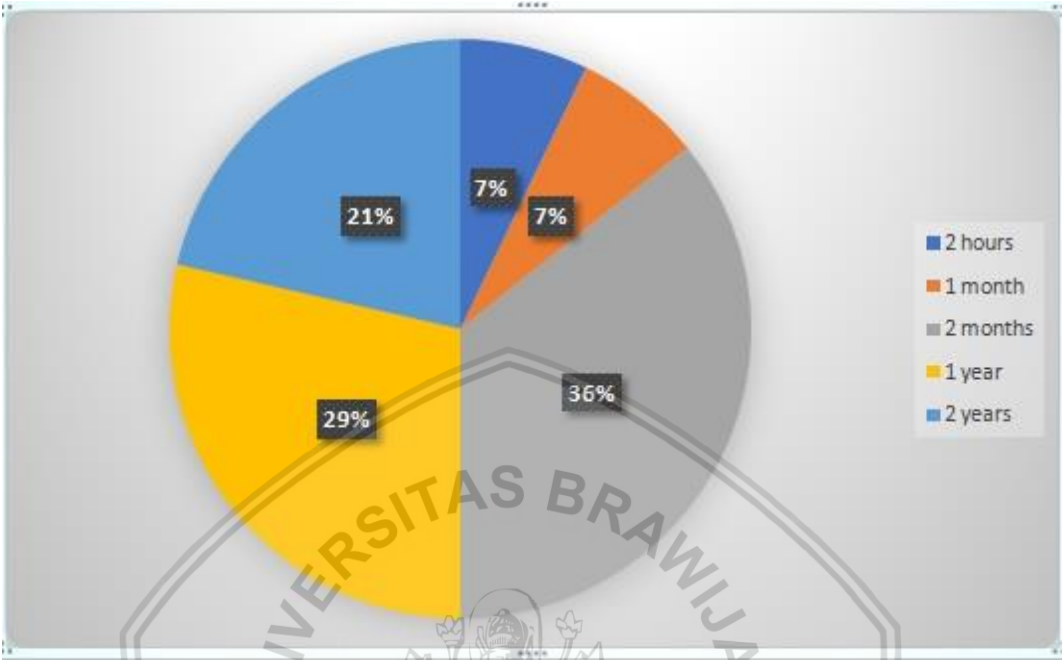
#### 4.1 Findings

The finding presented the answer of the research problem. This finding was grouped based on the instruments of the research.

##### 4.1.1 Finding from Questionnaire

The questionnaire was a set of questions that are given to people in order to collect facts or opinions about something. In this research, the questionnaire aimed to find what the students' perception about the use of Duolingo to learn English. The researcher explained one by one of the responses.

The purpose of the first question was to know about the students' duration of using Duolingo. 36% students used Duolingo for only two months and the second place 29% students used it for 1 year. In third place with 21%, students used Duolingo for 2 years. For the last place, 2 categories had same position that was 7,1% for used in two hours and one month. It showed in figure 4.1 below:



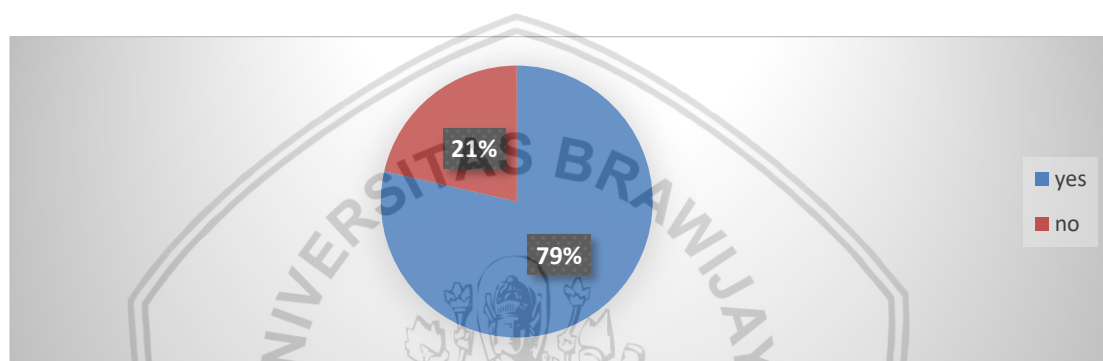
**Figure 4.1 Students Duration of using Duolingo**

In general, the following is a table about the answer of each ‘yes-no’ question.

No.	Question	Yes		No	
		Answer	Percent (%)	Answer	Percent (%)
2.	Have you ever used Duolingo for language learning purposes in any language?	11	79%	3	21%
3.	Which language do you ever learn in Duolingo?	12	86%	2	14%
4.	Have you ever used Duolingo to learning English?	12	86%	2	14%
6.	Do you use Duolingo for English language learning until now?	4	29%	10	71%
7.	Do you think the content of Duolingo is easy to use and understand?	14	100%	0	0
8.	Do you think the layout of Duolingo is attractive?	14	100%	0	0
9.	Do you think Duolingo is useful to improve your English skills?	10	71%	4	29%

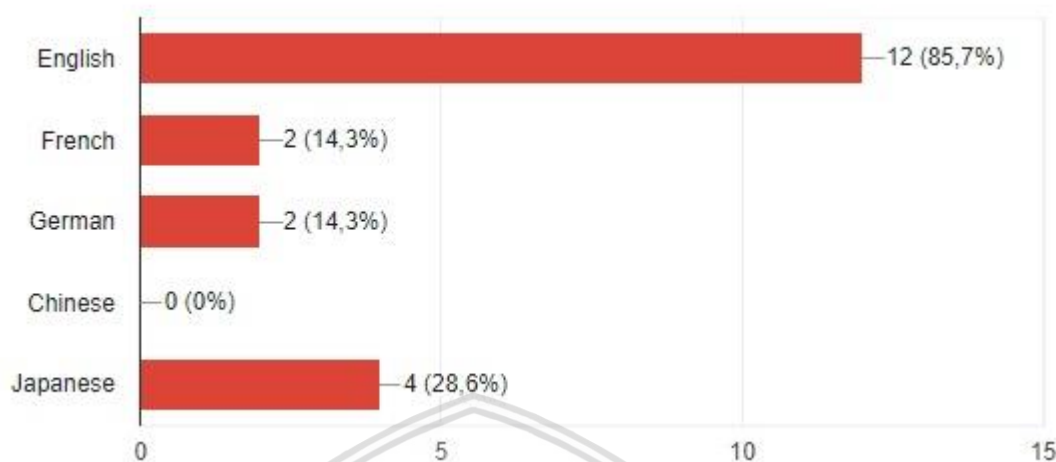
**Table 4.1 Number of yes-no answer in general**

Second question aimed to investigate students' experience of using Duolingo for educational purposes in general. 79% students answer yes, which mean they used Duolingo to other language too and 21% answer no which mean they used Duolingo only for English.



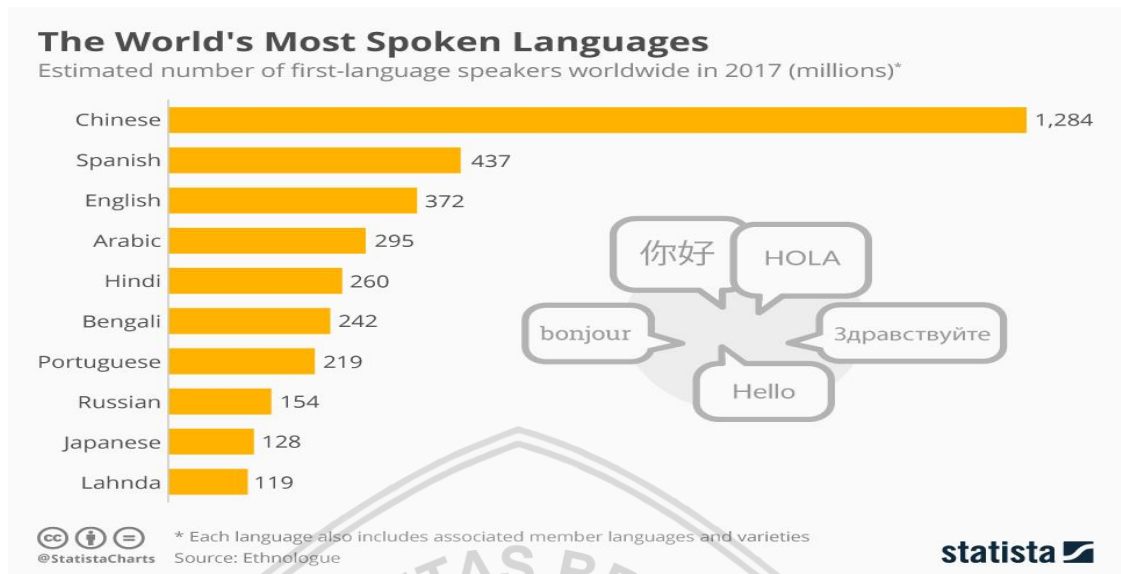
**Figure 4.2 Duolingo for Learning in General**

Third question get to know the students' experiences using Duolingo to learn any languages. That to get deeper answer related to question number 2 for the students' prior experience in using Duolingo for learning purposes in general. The students 85,7% learned English and in the second place in 28,6% learned Japanese. The last position there were French and German with same number that was 14,3%.



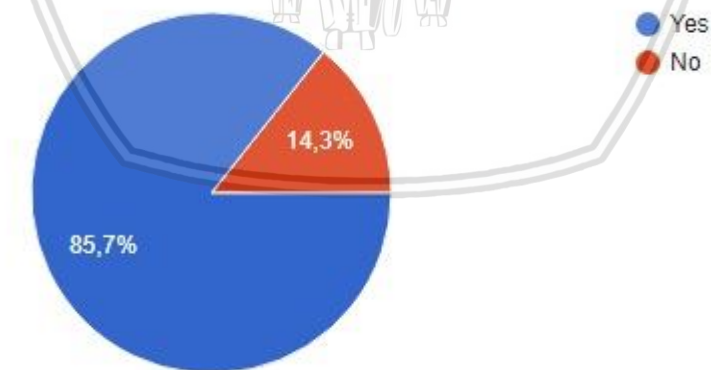
**Figure 4.3 Students Experience learn other language**

Here, the researcher gave five choices adapted from statista (2017). Statista itself is an online statistics, market research and business intelligence portal. It provides access to data from market and opinion research institutions, as well as from business organizations and government institutions in English, French, German and Spanish. As one of the world's most successful statistics databases, the platform consists over 1,500,000 statistics on over 80,000 topics from more than 18,000 sources. Apart from Statistics, Statista also provides data on market forecasts, white paper studies, dossiers, industry reports, digital market outlooks and consumer market outlooks. The researcher added German and French into questionnaire. For statista is showed in the 4.4 below.



**Figure 4.4 The World's Most Spoken Languages**

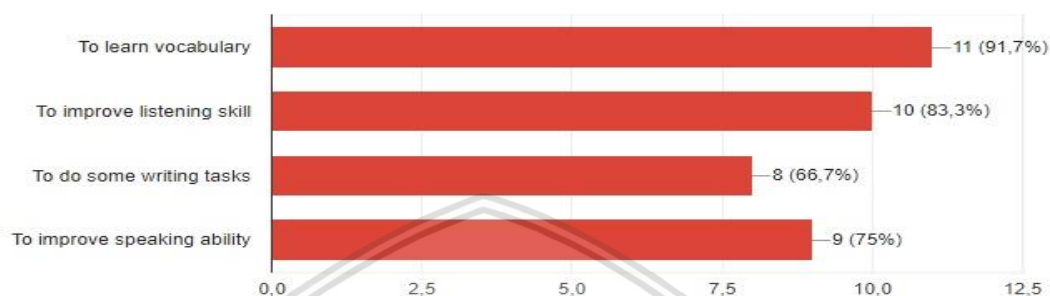
The fourth question about students' experience using Duolingo to learn English. 85,7% student answer yes, which mean they used to learn English. For 14,3% of students answer no, which mean they use to learn other language only.



**Figure 4.5 Students experience in using Duolingo**

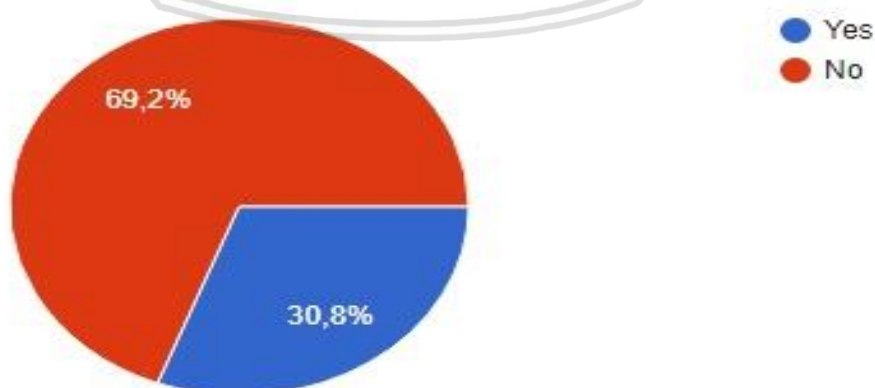
The fifth question about students' experience of using Duolingo for English educational purposes. 91,7% answered they use Duolingo to learn

vocabulary. 83% answered to improve listening skill. Third answer 75% used it to improve speaking ability. The last answer 66,7% to do some writing task. It is shown in the figure below.



**Figure 4.6 Students experience in using Duolingo**

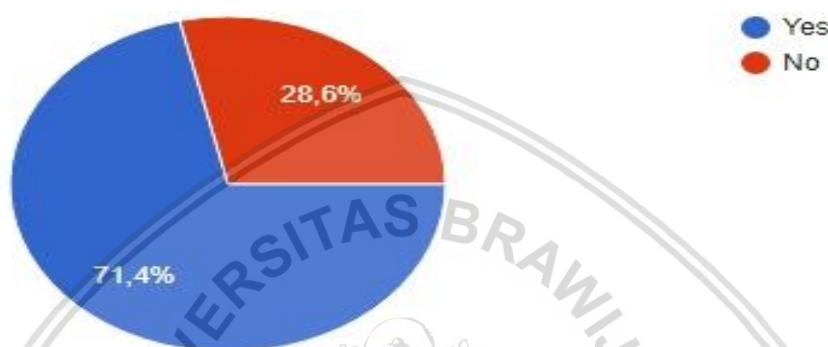
The next question about students' perception towards the use of Duolingo as media in android to learning English nowadays. The question aimed to find out whether students using Duolingo to study English until now or not. The result, 69.2% students answered no, which mean they no longer use Duolingo. But, around 30,8% still used Duolingo.



**Figure 4.7 students still using Duolingo or not**



The next question aimed to find out whether students think Duolingo useful or not. Students answered yes 71,4% that Duolingo was useful application and the rest of them said that Duolingo is not useful enough (28,6%). It is shown in the figure below.



**Figure 4.8 usefulness of Duolingo**

Next three questions had an absolute answer. The students 100% choose yes to the question. The first question showed that they think content of Duolingo is easy to understand. The result showed absolute answer because 100% students confirmed with answer 'yes'. The second question showed 100% students confirmed that Duolingo is attractive. The last question confirmed 100% students like Duolingo application in android device.

The result from the questionnaire, 50% of the students used Duolingo less than 1 year and 50% used duolingo for 1 until 2 years. Mostly, they used Duolingo to learn new vocabulary (91,7%) and improve their listening skills (83,3%). The result about students perception most student 81,6% (get from

average from answer percentage) used Duolingo for learning English because they think Duolingo is easy to understand, attractive, and useful application.

#### **4.1.2 Finding from Interview**

The first respondent from student who had used Duolingo for less than a year. The respondent said that layout in Duolingo is interesting and fun. The respondent also said that some terms of content and difficulty in Duolingo were relevant and helpful. Baceuse of that, the respondent said that Duolingo helped writing and listening skill and the respondent not use another app.

The second respondent from student had used Duolingo for more than one year. The respondent in line with the first respondent about Duolingo that attractive and interesting layout. Next, the respondent also agree with first respondent about layout in Duolingo. The respondent said that Duolingo was attractive. The respondent also said Duolingo improve English skill because by using Duolingo, the respondent can find new vocabulary. The last question, the respondent said do not want to use another application.

The result from the interview both of the response said that Duolingo was attractive and relevant with their English course. First respondent said that Duolingo helped to learn writing and listening skill and the second respondent said Duolingo help to find new vocabulary. For the closing statement, both of them said that they do not want to used another application. From this finding, the researcher make conclusion that questionnaire and interview support each other.

Students perception from questionnaire in the positive way that support Duolingo as English learning media it shown by 81,6% average of the answer said yes. Beside that, students perception from the interview also shown that both of respondent response in positif way too it shown by their answer that the material in Duolingo relevant with their English course and they do not want to change Duolingo with other application.

## **4.2 Discussion**

In this research, the subjects of this study were students of English language Education Program at Universitas Brawijaya. Based on the questionnaire, the questions are divided into three categories, a) using Duolingo for learning language in general (any languages), b) using Duolingo for learning English, and c) the students' perception of the use of Duolingo for learning English. This part is the way to show a relation between the findings and the related literature.

### **4.2.1 Duolingo for Learning in General Purposes**

Based on the findings, it showed that majority 67% of the samples have an experience in using Duolingo for learning in general purposes. More than 50% of the students have experienced in using Duolingo for more than 6 months. The students use it for various activities in learning, such as using it for learn vocabulary, to improve listening skill, to do some writing tasks, to improve speaking ability, and many more. This is in line with Eggen and Kauchak (2001) cited from Tayo and Adediwura (2007) that gave cognitive dimension of perception as follow;

“They see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning”.

It is argued that the length of time the students have in processing Duolingo plays important role on their perception. Thus, the students who have background knowledge of the use of Duolingo, they perceive that it can be a media for learning English language and anytime they need. The perception that was given by the students is considered valid because they already have ample time experience with Duolingo.

#### **4.2.2 Duolingo for Learning English**

After the researcher had the answer about the students' experience in using Duolingo for general purposes, the findings on the fourth and fifth questions showed that the students also have experiences in using Duolingo for learning English language. They used Duolingo to learn vocabulary, to improve listening skill, to do some writing tasks, and to improve speaking ability. The findings were in line with Patten, Sachez and Tangney (2006). They made a list of categories that describe ways in which mobile technologies such as smartphones can be used

in education. Especially there are some educational application inside smartphone like Duolingo.

#### 4.2.3 The Students' Perception

The next findings are about their perception about using Duolingo at the present time. It showed that the students still used Duolingo to learn English and would like to use it especially for learning skills that they chose. It is an indication that students considered Duolingo as a medium for learning English. This is in line with Hardjito (2004):

“Instructional media are media of communication used in educational context to achieve educational purpose they are combination of two learning resources, which are materials and devices”.

Duolingo also covers the category of media as stated by Mulyana (2003) which is visual media, audio media, visual-audio media, and also works with games and simulations. From the findings above, it is argued that the students already knew how to utilize Duolingo well. They were also aware that Duolingo can be a medium for learning certain or all skills of English based on their need.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presented two parts, conclusion of the research and suggestion based on the findings and discussion presented in previous chapter.

#### 5.1 Conclusion

Based on the findings of the research about the perception of the students on the use of Duolingo as a media to learning English in English Language Education students batch 2016, the researcher draws the following conclusion:

- a. Most of students, 81,6% in specific, used Duolingo for learning English for certain purposes such as to learn vocabulary, to improve listening skill, to do some writing tasks, to improve speaking ability.
- b. The English Language Education students, especially batch 2016 who used Duolingo, had awareness in using ICT to help them in learning English.
- c. The students perceived that Duolingo can be a medium for learning language skills in English.



## 5.2 Suggestion

Based on the conclusion above, the researcher made suggestion for lecturers, students, developers and future researchers. the researcher draws the following suggestion:

- a. For lecturers, they can attract the students' attention and motivate them in learning English more, also they have an alternative way in teaching English by using Duolingo as the instructional medium.
- b. For the students, they can make use of Duolingo as an instructional medium to improve their English skill.
- c. For the developers, they can improve this application in better form that more suitable for each level of the students so the material will not be too easy or too difficult.
- d. For future researchers, they can carry out similar researches about other applications (educational media in smartphone) for instructional media.

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